

Ellington Primary School



Accessibility Plan

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Statement of intent

This plan outlines how Ellington Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Ellington is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENCO	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clear on and ensure all staff are fully aware of these. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. Passports Health care plans	Autumn term 2025	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	Headteacher SENCO SLT	Introductory meetings in the autumn term to teachers and SENCO, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	On going	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENCO	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENCO to attend Local SEND Hub and build relations with other local SENCOs.	-Teacher/SENCO time	On going	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Headteacher SLT SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENCO to do 1:1 sessions with teachers	-Staff meeting -TA training -SENCO/Teachers time -External agency training	One year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and effective.
Use appropriate	SENCO	Ensure staff are familiar with Cherry Tree	-SENDco/Teachers time	One year	Children working pre-

assessment tools and activities for children working pre-key stage		Branch Maps Use other professionals suggestions for adaptations of the curriculum.	- External agency support -Cherry Tree Branch		key stage will have consistent approaches for assessment and
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENCO SLT Headteacher	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO	Ipads/Chromebooks available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc Purchase Widgit to make resources.	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	SENCO Headteacher SLT TAs	Track intervention success on Insight and through pupil progress meetings Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	-Insight -Training on new interventions through external professionals -Resources required to deliver interventions	One year	Progress and attainment of all children is outstanding
All children are visible in the curriculum and resources	SENCO	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled/SEND pupils can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	SLT SENCO	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	-Risk Assessments -Time for pre-visit if required	On going	All SEND children are able to access all trips during their time at Ellington.
Ensure all children feel safe and involved at playtimes	SLT SENCO	Sports Leaders to encourage children to join in games Peer mentors to report children who may not be involved at playtimes to staff	-Training for sports leaders -Fortnightly meeting/ vulnerable children meeting -Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Headteacher Office Manager Premise officer Link Governor	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff	-Premise meeting minutes - Premise walk	On going	There is safe access throughout the school No accidents or near misses on Warkworth Drive
Ensure access for all SEND children at after school clubs and reasonable adjustments are made to enable participation	Office Manager Headteacher	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	-Registers of clubs and wraparound - risk assessments	On going	Increased access of SEND children at after school clubs and extended successfully and happily with the correct support if required

3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Headteacher Office Manager	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Headteacher Office manager SENCO time	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time SENCO time	Ongoing	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	SLT SENCO	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENCO to train on most effective ways to use Widgit.	Training Time for meetings	Spring term 2026 and on-going.	All school staff aware of disabilities of children in their classes

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is 1.10.2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.